**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: |
| **Unit Title: Unit 0ne – Understanding Place Value**  **H,T,O** | | | | **Corresponding Unit Task: *Building up to Task One***  Day 5 | | |
| **Essential Question(s):** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Base ten blocks in hundreds and tens. (Also cut some rods in ½ to give them blocks of five)  “Cupcake Box Count Up” double sided practice page for IP  Pencils, crayons if they want to color the cupcake boxes  Magnetic base ten blocks for the board  . | | **Student:** | | | * **skip count** * **grouping** * **number line** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2. NBT. 2 : Count within a 1,000; skip count by 5, 10, 100** | | | | | |
| **I Can Statement(s):I can skip count using 100’s 10’s and 5’s together** | | | | | |
| **Activating Strategy/Hook:** Read the book – If you give a Cat a Cupcake”….then ask the class to put on their chef hats and guess what we’ll be helping the chef with today? Cupcakes! (If you can, since it is a Friday and the end of the first week of school, you could have a volunteer donate mini cupcakes to eat for snack at the end of the lesson as they are completing their IP….It could come as a “gift from the baker”. ) So- today we will help the Baker- count his cupcakes! This time we will have to be able to skip count three ways together! | | | | | |
| **Teacher Directed:** (Show a picture card of a bakery case with items in groups of 100’s and 10’s, and 5’s )  Today to help the baker we will practice skip counting with blocks, (show them flats as 100’s and tens as “rods”….then show them ½ of a rod to represent fives) Watch me to see how we could use them….  The teacher will model the counting with magnetic flats and rods and ½ rods for hundreds and tens and fives. Remember the teaching tip for yesterday about the strategy of starting with the highest value and working to the lowest. BB=Begin Big! It helps to begin with largest value and work your way down to the smallest value! Demonstrate by mixing up the place value magnets on the board and first sorting them into hundreds, tens, and fives. Then order them and count them. | | | | | |
| **Guided Practice:** Then group the class again and give each one of the groups a picture set of bakery shelves with cupcakes grouped in boxes of 100’s and 10’s and 5’s. It is the group’s job to count the cupcakes and figure out the totals for each picture. They can use base ten blocks to help them by laying out block models to match what they see on the picture cards. | | | | | |
| **Independent Practice:** . For IP give each child a paper copy black line master ”Cupcake Box Count Up” of groups in 100 and 10 and 5 to count and total. | | | | | |
| **Closing/Summarizing Strategy:** Sharing circle – . Have each group come together for a sharing circle and show their totals and demonstrate how they reached the total. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| EXTENSION: <http://nlvm.usu.edu/en/nav/topic_t_1.html>  Use the above link to show base ten models digitally with click and pull down base ten blocks. | | | * Using manipulatives * Having a partner to help you count | | | * objects * skip count * total * flat * rods |
| **Assessment(s):**  Teacher observation of group work, black line master cupcake work sample | | | | | | |
| **Teacher Reflection:** (Next steps)  Mixed skip counting 100’s, 10’s, 5’s, and 2’s | | | | | | |